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ABSTRACT

This guide is organized around a list of social studies skills that all students in Idaho should know and be able to do according to each grade level from kindergarten through sixth grade. The guide will help provide parents, teachers, and students with knowledge of what is being taught in a logical scope and sequence by grade level. The guide is a basis for curriculum development, instructional strategy, assessment practices, and consistency within the teaching of social studies across the state. The guide explains that within a school it is the social studies program that provides a coordinated and systematic study of the world and everything in it. A goal statement for the social studies curriculum is first presented, and the guide is then divided into separate chapters for each elementary grade. The format of the guide is a chart-type, 2-column, easy-to-read style, with "Target Skills" heading one column, and "Sample Assessment Methods" heading the other column. The skills used in the guide are identified by grade level and selected according to: (1) the knowledge of many classroom teachers; (2) skills identified in scope and sequence charts of the textbooks on Idaho's textbook adoption list; (3) skills measured on the Iowa Test of Basic Skills (4) skills measured by direct assessments; and (5) input from educators, patrons, and parents. (BT)

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ED 430 885

Skills-Based Scope and Sequence Guide

Social Studies
Grades K-6

Target Skills
&
Sample Assessment Methods

SO 030 614

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INTRODUCTION

The State Department of Education's *Skills-Based Scope and Sequence Guide* is organized around a list of skills that all students should know and be able to do at each grade level from kindergarten through sixth grade. This guide will help provide parents, teachers, and students with knowledge of what is being taught in a logical scope and sequence by grade level. The purpose of this guide is to help build a basis for curriculum development, instructional strategy, and assessment practices, and provide consistency across the state in what is being taught and learned. Schools may wish to use the guide as a resource in developing and writing curriculum at the local level.

The guide has been developed as a scope and sequence by a team of teachers, parents, school board members, community representatives, patrons, and State Department of Education specialists. The listed set of skills are to be learned at a factual, applied/analysis, or synthesis/evaluation level. There are sample assessment methods included for teacher use.

How to Use the Skills Based Scope and Sequence Guide

The skills are identified by grade level starting at kindergarten then progressing through the sixth grade. The skills were selected based on knowledge of many classroom teachers, skills identified in scope and sequence charts of the textbooks on the State of Idaho textbook adoption list, skills measured on the Iowa Test of Basic Skills, skills measured on Idaho's direct assessments, and input from educators, patrons, and parents.

There are three processes that a teacher takes the student through for each skill. You will see an **X** placed in the column next to a skill where it is expected to be introduced, reinforced, and/or finally placed in long term memory. This helps the teacher determine the lesson and amount of repeated practices that will help achieve mastery of the skill.

Once the student achieves the skill the question is how to use it. We have identified three thinking levels for this ability. They are

called factual, applied/analysis, and synthesis. The teacher can now develop an assessment to measure the skill. The same three thinking levels may be applied to the assessment chosen by the teacher.

It is our desire that students will be taken through the skills in a logical consistent format. Some students will be able to master the information much faster and should be allowed to progress as fast as possible through the grade levels.

SOCIAL STUDIES

The vitality of a democracy depends upon the education and participation of its citizens. The goal of a social studies curriculum is to prepare students to be knowledgeable and participating adults in society. Social studies is the integrated study of the social sciences and humanities to promote civic competence.

In order to fulfill this mandate, all children need a strong foundation of knowledge and skills in addition to the ability to apply what they know. It is imperative for the future health of this Republic that all citizens be well-grounded in the geography, history, government, economics and social culture of this country. Because so many civic issues - such as health care, crime, foreign investment- are multi disciplinary in nature, to truly understand them and other issues requires they be addressed in a multi disciplinary education.

Within a school it is the social studies program that provides a coordinated and systematic study of the world and everything in it. It is through the social studies curriculum students develop a nucleus of basic knowledge, and ways of thinking, that link their learning from many academic disciplines. In an ideal elementary curriculum, the social studies skills identified in the *Skills-Based Scope and Sequence Guide* would be incorporated into other content areas as well as taught in social studies lessons.

In addition, educators need to recognize they are teaching social studies and civics education in everything they do and say. Perhaps the single most influential role model for civic behavior in a young child's life is their teacher. Since social studies is the study of the interactions and social behavior of people with themselves and their environment, everything that occurs in a school can be seen through the scope of social studies.

Subject: Social Studies Grade Level: Kindergarten **Skills-Based Scope and Sequence K-6**

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Geography & World Connections										
1. Identify the globe as a model of the earth.	X	X		X			Point to the object in the room that represents the earth.	X		
2. Distinguish between landmasses and water on a globe or map.	X	X		X			Color a worksheet showing water blue and landmasses brown.		X	
3. Identify the north and south poles on a map or globe.	X	X		X			Show on the globe or recall and tell.	X		
4. Demonstrate that a map represents a real place.	X				X		Participate in constructing a map of class or school. Identify a map of the classroom.		X	
5. Recognize a map of the United States of America, and know it is the country in which we live.	X			X			Presented with a map or globe the child will point to or touch the U.S.A.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
6. Identify the people who work in the school or in community jobs such as the post office, fire station, police station, grocery store, farm, and bank.	X			X			When shown pictures of people at work and tools and places of work the child will be able to match the person with their tools and jobs.	X		
7. Make and/or use a map of a familiar area.	X	X			X		Follow a map to go on a treasure hunt.		X	
8. Use simple location terms such as: top/bottom, left/right, near/far, over/under.	X	X			X		Produce a sentence verbally using the language to describe the position of objects.		X	
9. Use simple terms to describe relative size and distance such as: bigger, smaller, near, far.	X	X			X		Identify objects by comparing and contrasting their relationships to each other, using the vocabulary.		X	
10. Identify the four seasons. Tell how they determine the way we dress and bring changes to the way we live.	X	X		X			Draw a picture that demonstrates the interaction of season, clothing and activities.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
11. Identify how all people and animals depend on the Earth's environment for air, water, food and shelter.	X			X			Draw a picture of a shelter and tell why it is needed.	X		
12. Recognize that many kinds of plants and animals live on the earth.	X			X			Name/identify pictures of plants and animals and tell their relationship to each other and people.		X	
13. Experience the stories, pictures, and music of other cultures.	X				X		Listen to, look at, make and dance to stories, pictures and music of other cultures.		X	
14. Identify different means of transportation that is used to travel from place to place such as: airplanes, boats, trains, busses, automobiles and bicycles.	X	X		X			Construct a transportation booklet. Sort, label and identify modes of transportation as to where we use them (air, land or water).		X	
American Heritage										
1. Think and speak in terms of time such as before school, past, present, future, now, then, before,	X			X			After listening to an historical story reconstruct the beginning, middle and end. Sequence events.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
2. Measure calendar time by days, weeks and months.	X			X			Use calendar to demonstrate ability.	X		
3. Associate personal and school experiences or large seasonal changes with particular months such as summer vacation, school months, and major holidays.	X			X			Orally recount activities associated with seasonal changes.	X		
4. Identify holidays by dates and understand that holidays commemorate special events.	X			X			Identify special holidays through pictures and activities.	X		
5. Analyze and interpret historical information.	X				X		Listen to historical stories, myths or legends and identify differing motives, beliefs and fears of people.		X	
6. Identify history as dealing with past events and famous people such as George Washington.	X			X			Point out George Washington on wall picture or bulletin board.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
7. Research family history	X				X		Use interview, family photos and other family records to tell family history.		X	
8. Demonstrate an understanding of his or her own personal history as part of family, school, and neighborhood. "I'm me and I'm important."	X				X		Draw picture of family and point out who is in their family and their place in the family.		X	
9. Identify stories that reflect the cultural heritage of the United States - past and present, real and fictional. For example, "Honest Abe" and "George Washington and the cherry tree."	X			X			Listen to and discuss Honest Abe and George Washington stories.	X		
10. Develop historical comprehension of written material.	X				X		Upon hearing historical stories retell who was involved, what occurred and where it happened.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
11. Identify symbols of the United States such as the flag, Pledge of Allegiance, Bald Eagle, red, white and blue.	X			X			From pictures of many flags point out the flag of the USA , from pictures of national symbols point out the bald eagle, etc.	X		
12. Sing patriotic songs such as: America, God Bless America, Star Spangled Banner, and Grand Old Flag.	X				X		Student sing along.		X	
13. Compare travel now and in the past.	X				X		After given visual data, explain orally the differences between modes of travel long ago and today.		X	
Democratic Process										
1. Describe rules we have and why we have them.	X	X		X			Student participation in teacher led discussion.	X		
2. Show respect for the rules at home, school and in communities and be able to name them.	X	X	X		X		Student participation in teacher led discussion.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
3. Recognize that there is a need for some people to have authority in any society.	X	X	X	X			Student participation in teacher led discussion.	X		
4. Know that the people in the United States vote for their leaders.	X			X			Vote for activities and leaders in the classroom.		X	
5. Identify leadership roles in family, school, neighborhood and country.	X			X			In teacher led discussion, verbally identify the leaders of school and community.	X		
6. Identify individuals that are helpful to people in their everyday lives such as: the school nurse, teachers, principal, school secretary, doctor, police officer.	X			X			In a group, brainstorm and make a list.	X		
7. Participate in groups to make decisions and solve problems.	X	X			X		Team and group activities with teacher observation.		X	
8. Show respect for the opinions and actions of others, and treat others as you would like to be treated.	X	X			X		Student demonstration and teacher observation.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
9. Demonstrate the ability to make choices and take responsibility for one's own actions.	X	X			X		Teacher led discussion followed by role play.		X	
10. Recite the pledge of allegiance by heart.	X	X	X		X		Student participation in class saying of pledge of allegiance.		X	
People in Societies										
1. Describe how each person is special and unique with their own personality, name, age and birthday.	X	X		X			Keep a monthly calendar of birthdays of class and on each special day have members of class tell good qualities of the birthday person. Describe their grandparents or some other special person.	X		
2. Observe that all people have needs, wants and feelings.	X	X		X			Student participation in teacher led discussion.	X		
3. Describe how all families have similarities and differences.	X	X		X			Student participation in teacher led discussion.	X		

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Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
4. Describe how most people live in communities and how people help each other.	X	X		X			Make a picture book showing people helping people.		X	
5. Demonstrate ways that children can be of help to their families, school and communities.	X				X		Role play activities in which they can be helpful (helping Mom, etc.)		X	
6. Discover and discuss that we learn in many ways, from many people, and in many places.	X	X		X			After listening to guest speaker ask questions or teacher led discussion.	X		
7. Discover and discuss that people differ in physical appearance, interests, and abilities.	X			X			Working with a partner, find out and then tell teacher the partner's special interests and abilities.	X		
8. Recognize that people have fun in many different ways.	X			X			Make collages of people having fun. Tell class how their families have fun together.	X		
9. Identify current events in the community.	X			X			Share a current event during show and tell.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
10. Identify examples of simple machines, inventions, and technology used in your home.	X			X			Draw pictures showing how microwaves or computers are used in the home.	X		
The Role of Economics										
1. Identify that all people have basic needs such as food, clothing and shelter.	X			X			Collect, group and identify pictures of food, clothing and shelter.	X		
2. Explain the difference between the things that we need and things that we want.	X	X			X		Collect, group and identify items we enjoy but do not need.		X	
3. Recognize that people meet their needs by sharing, trading and using money to buy goods and services.	X			X			Role play a grocery store activity.	X		
4. Identify ways that people contribute to their communities by volunteering to help others.	X			X			When shown pictures of people helping people, describe what service they are doing.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
5. Describe the kinds of jobs that people do to earn money.	X			X			Following a field trip to a local business describe what people were doing there.	X		
6. Identify different jobs in the community, and identify the products and services that these jobs provide.	X			X			Match pictures of jobs with products.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Geography & World Connections										
1. Locate the continents and major bodies of water on a world map.	X			X			Paper and pencil map identification activity or teacher observation activity.	X		
2. Locate the United States of America on a world map.	X	X		X			Color in USA on a map.	X		
3. Identify that we live in the United States of America which is a large country with 50 states.	X			X			In a small group exercise, count the puzzle pieces of a U.S. map.	X		
4. Differentiate that there are many different kinds of land forms such as: mountains, rivers, deserts, and lakes that make up the United States.	X			X			Picture identification of landforms using correct vocabulary.		X	
5. Identify the state of Idaho and locate it on a map of the U.S.	X			X			Paper and pencil map identification.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
6. Describe how the four seasons bring changes to the weather and to the land.	X	X			X		Draw a tree and how it would look in all four seasons.			X
7. Identify and compare how people live differently in different regions of the country because of environmental conditions such as climate, topography and natural resources.	X					X	Draw pictures, find examples or make models of how people live in different environmental conditions.			X
8. Explain that people live in different places such as: cities, small towns, on farms and in the country.	X			X			Match pictures of homes to their locations in cities, farms, etc.	X		
9. Use special words such as top/bottom, next to/between, and left/right, over/under to give directions and help to locate places.	X	X	X		X		Teacher observation of student demonstration.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
10. Draw a map of a familiar place and include pictorial symbols and/or color to represent something specific on their map.	X				X		Construct a map of your bedroom or classroom using pictoral symbols.			X
11. Use a map key/legend.	X				X		Using a map of the room locate objects.		X	
12. Use a compass rose to determine north, south, east, and west to locate a place on a map.	X				X		Identify which states are north, south, east and west of Idaho.		X	
13. Identify different types of transportation and their uses.	X	X		X			Matching activity.	X		
14. Identify stories, pictures and music that originate from each of the continents.	X	X		X			Verbally identify from media and materials presented by the teacher.	X		
15. Investigate ways machines and technology have changed the physical environment.	X	X				X	Create models of machines and tell what they do to change the physical environment.			X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
American Heritage										
1. Use words in speech and writing that are associated with time such as past, present, future, yesterday, today, tomorrow.	X	X			X		Write sentences telling what they did yesterday, today and what they will do tomorrow.		X	
2. Explain when it is appropriate to use the calendar.	X			X			Lead class through daily calendar routine.		X	
3. Know that every person, group and country has a story about its past and this is called its history.	X	X		X			Share something from personal history.	X		
4. Know that the story of the United States is filled with important events such as: the discovery of the new world, the colonization by people of other countries, the war for freedom and independence.	X	X			X		Chronological sequencing activity through art activity.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
5. Know that Native American people lived on this continent before the coming of people from Europe.	X			X			Oral assessment or written description.	X		
6. Identify that United States history includes many famous people such as: Christopher Columbus, George Washington, Abraham Lincoln, Harriet Tubman, Susan B. Anthony and Martin Luther King.	X			X			Matching activity (pictures).	X		
7. Know that many individuals are recognized by the celebration of national holidays.	X			X			Role play or a skit.		X	
8. Identify that people of diverse backgrounds make-up the American population.	X			X			Construct a class story around the nation of origin of each of the class members.			X
9. Know that George Washington was the first President of the United States.	X	X		X			Written or verbal response.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
10. Know who is the current president.	X			X			Verbal response	X		
11. Compare differences in the ways American families live today to how they lived in the past.	X				X		Make a classroom chart that compares and contrasts homes, travel, clothes and schools.		X	
12. Compare stories, pictures and music of other selected times and places in America's past.	X	X			X		Visual and verbal identification.		X	
13. Identify that other countries and cultures have national holidays to honor their past. For example, Cinco de Mayo, Native American Week (in September).	X	X		X			Oral discussion or a matching activity.	X		
14. Sing patriotic songs such as: America, God Bless America, Star Spangled Banner and Grand Old Flag.		X			X		Student demonstration	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
15. Create a time line that shows personal experiences that take place over a period of time.	X			X		X	Build a time line.			X
Democratic Process										
1. Explain why rules are necessary in different settings such as homes, classrooms, recess, the lunchroom, and games.	X	X	X			X	Participate in class meetings, oral discussions, teacher observation.			X
2. Identify reasons for having people in authority such as: parents, teachers, school principal, police officer.		X			X		Oral or written activity.		X	
3. Describe why people in authority must apply rules fairly.	X	X				X	Participate in class meetings and discussions.		X	
4. Name some responsibilities that each student has in the classroom, at home and in the community.	X	X		X			Oral or written activity. Participate in classroom or community activities.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
5. Experience voting as one way in which rules are developed.	X					X	Classroom voting activity.			X
6. Identify some acts of honesty, courtesy and good citizenship toward classmates, teachers, and other adults.	X	X		X			Design and give an award to classmates.		X	
7. Show respect for the American flag because it is a symbol of the United States by standing with hand over heart and reciting the Pledge of Allegiance. (respecting religious exclusion)	X	X	X		X		Perform activity at assembly or in classroom.		X	
8. Name some customs that are associated with the treatment of the American flag.	X	X		X			Discuss and demonstrate the proper treatment of the American flag.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
9. Demonstrate the ability to balance one's own desires with the desires of others when sharing playground equipment.	X	X				X	Teacher observation, class discussion, student demonstration.			X
10. Work in a group and exhibit the ability to respect the ideas and opinions of others.	X	X				X	Teacher observation, class discussion, student demonstration.			X
11. Identify ways that people give their time and effort for the benefit of the community.		X		X			Oral or written response.	X		
People in Societies										
1. Recognize that each person belongs to many groups, including family, school, friends, neighborhood, community and nation.	X			X			Oral discussion.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
2. Describe how people's appearances are alike in some ways and different in others.	X				X		Create a "living people" graph of how students are different and alike.		X	
3. Explain how families vary in structure and size.	X				X		Draw pictures of families and have oral discussion.		X	
4. Name several ways that family members take care of one another, work, learn, and have fun together.	X					X	Draw pictures and participate in oral discussion.	X		
5. Name several ways community members help take care of each other.	X	X	X	X			After a field trip, classroom visitation or presentation participate in oral discussion.	X		
6. Describe how people in different cultures have the same basic needs but meet them in different ways by living in different homes, eating different foods, and dressing differently.	X	X				X	Draw pictures of homes in different cultures, including people and how they dress. Prepare food from another country.			X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
7. Demonstrate how to be a responsible member of a group.	X	X				X	Teacher observation. Role play.			X
8. Discuss several ways people learn from one another.	X	X		X			Role play			X
9. Identify a current event in the community.		X		X			Share a current event with the class.	X		
10. Identify ways machines and technology are used in our home and school.	X	X		X			Glue pictures of machines onto the floor plan of a house or school. Tell what each does.	X		
The Role of Economics										
1. Identify the basic needs of people such as food, clothing, and shelter.	X	X		X			Play a game from Project Wild about the needs of bears and then compare people and bears.		X	
2. Name some things that people may want but do not need and explain the difference.	X					X	Cut pictures out of ads and catalogs of things wanted but not needed.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
3. Identify the different denominations of American money (coins and currency) and name the cost of some popular items.	X	X		X			Play money games.	X		
4. Name some ways to save money for future needs and wants.	X			X			Verbal response.	X		
5. List ways people meet their needs by sharing, trading, and using money to buy goods and services.	X	X				X	Participate in classroom store. Verbal response.			X
6. List chores that children can do at home or in the classroom to be helpful and responsible.	X	X				X	Draw pictures of the chores done at home or student demonstration.		X	

Target Skills	Intro-duced	Rein-forcd	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Geography & World Connections										
1. Identify land forms, bodies of water and human made features on a map.	X			X			On a map color land brown, water blue and draw in roads, RR crossings, schools, etc.	X		
2. Find locations on a map using cardinal directions and street intersections.	X				X		On a map of local community find certain places when given street intersections, and/or cardinal directions.		X	
3. Trace routes on a map that illustrate linkages between the community and other places.	X				X		On a map of community and the surrounding area draw routes from school and home to significant places.		X	
4. Use boundary lines on a map.	X				X		On a map of the community and surrounding area draw in the boundary lines for the local town.		X	
5. Use map symbols including a key and legend.		X			X		On map of local community draw a legend and key and include major buildings, businesses and /or tourist attractions.			X

Target Skills	Intro-duced	Rein-forcd	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
6. Create a map demonstrating the relative location of places within and outside the community.	X				X		In gymnasium stand in lines to represent streets. Each child then goes to a spot near where his/her own home would be located.		X	
7. Compare map scales that determine distances on a map.	X	X			X		Map activity.		X	
8. Describe adjustments a child from another part of the world might have to make in your community.		X				X	Interview an international student, or community member.			X
9. Explain how people might adjust to their environment in the event of floods, droughts, earthquakes, snow storms or man-made situations.	X					X	Draw pictures and/or write a paper.			X
10. Explain how people use many types of transportation.	X	X			X		Draw, photograph, or use clip pictures from magazines to make a notebook.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
11. Explain how people use many types of communication, such as the Internet, newspapers, books, magazines, telephone, t.v., radio, and other media.	X	X			X		Clip pictures from magazines or download from the computer and make a notebook. Write captions under the pictures.		X	
12. Locate on a map the state of Idaho, the forty-eight contiguous states, as well as the Hawaiian Islands and Alaska.	X			X			On a map color Idaho green. Encircle the contiguous states and put a red X on Alaska and a blue X on Hawaii.	X		
13. Know there are fifty states.	X			X			Verbal assessment.	X		
14. Compare the size of Idaho to its neighboring states using simple terms such as: bigger, smaller, near and far.	X				X		Paper and pencil activity.		X	
15. Contrast the difference between a country and a state.	X				X		Paper and pencil activity.		X	

Target Skills	Intro-duced	Rein-forcd	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
16. Name and locate on a map the United States' two closest neighbors; the countries of Canada and Mexico.	X			X			Locate Canada, Mexico and the U.S. on a map.	X		
17. Summarize ways in which machines and technology have changed the physical environment.	X					X	Create a mural using pictures clipped from magazines or drawn.			X
American Heritage										
1. Use the calendar to measure time by days, weeks, months, and years.	X	X			X		Daily activity.		X	
2. Tell how a familiar place such as one's community has changed over time.	X					X	Interview long time residents in the community or invite them to talk to class.			X
3. Create a time line that shows events that have occurred over a period of time.	X	X				X	Create a time line of development of local community.			X

Target Skills	Intro-duced	Rein-forcd	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
4. Demonstrate how the knowledge of past events has been passed on by the use of oral stories, pictures, and writing.	X			X			Share family stories, pictures and songs.	X		
5. Identify broad periods of historical time through stories, pictures, and video.	X			X			Teacher made test or time line.	X		
6. Identify some important and significant American's who lived during different broad historical periods.	X			X			Teacher made test.	X		
7. Identify some of the customs of the Native Americans prior to the coming of Europeans.	X			X			Museum visit, videos or classroom visitors followed by the creation of a notebook illustrating the customs.	X		
8. Tell who the Pilgrims were, why they came to America, and what led to the celebration of our holiday of Thanksgiving.	X					X	Create a notebook with pictures and stories about the Pilgrims and first Thanksgiving.		X	

Target Skills	Intro-duced	Rein-forcd	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
9. Tell how the westward movements and pioneers affected your community.	X					X	Create a mural, poster or notebook following a trip to a historical museum.		X	
10. Identify the "who, what, where, when, and why and how" of historical events.	X			X			Teacher made test or activity.	X		
11. Sing patriotic songs such as: America, God Bless America, Star Spangled Banner, and Grand Old Flag.		X			X		Sing with class.	X		
12. Know that the American Revolution brought freedom and democracy to our people.	X				X		With a group create an original skit or role play.			X
13. View and discuss some historical documents such as the Declaration of Independence and the Preamble to the Constitution.	X			X			Participate in a classroom discussion directed at understanding the purpose of each document.	X		

Target Skills	Intro-duced	Rein-forcd	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
14. Identify several presidents of the United States and know what period of time they served.	X			X			Time line or Presidential chart.	X		
15. Show some ways in which Native American people have contributed to the development of this nation.	X	X				X	Charts, posters or murals. Write an original play.			X
16. Name some people who have come from different countries to live in the United States and tell how they have contributed to the development of this nation.	X			X	X		Make a list telling where everyone's ancestors came from and locate each place on a map.	X		
17. Demonstrate awareness of how some people came to the United States both willingly and some unwillingly.	X			X			In a group or individually, discuss or write about these activities.			X
18. Recognize the difference between freedom and slavery.	X					X	Do an activity that restricts boundaries and then summarize what the experience was like.			X

Target Skills	Intro-duced	Rein-forcd	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
19. Compare how jobs and tools have changed over time.	X				X		Use farming (or some other local business) as an example and bring in old tools or pictures. Follow-up with trip to modern farm(or business). Write up reactions.		X	
Democratic Process										
1. Discuss why people need rules to protect them and to ensure that everyone is treated fairly.		X	X			X	Teacher led discussion and observation.		X	
2. Demonstrate the ability to balance one's own desires with those of others.		X			X		Role play or teacher observation.		X	
3. Explain some of the rules of their family, school, and community.		X	X	X			Pencil and paper activity or oral report to class or discussion group.	X		
4. Explain what some of the consequences are for breaking the rules of family, school, or community.		X	X		X		Participate in class discussion.		X	

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Target Skills	Intro-duced	Rein-forcd	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
5. Recognize the role of community leaders such as the mayor, city council member or county commissioner.	X			X			Poster showing the community leaders and their jobs.	X		
6. Explain how rules get changed in a community or new leaders get elected through the voting process.		X				X	Role play the activities.		X	
7. Identify some of the people in government who serve such as police officers, fire fighters, librarians, postal workers, school teachers, and principals and tell what they do to serve people.		X	X	X			Make a poster or mural showing different workers with captions explaining their jobs.	X		
8. Explain how people in a community pay taxes (money) that provide for the services that people need.	X				X		After participating in a class discussion make a list.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
9. Recognize Washington, D.C. as the capital of our country and Boise as the capital of Idaho.			X	X			Map work.	X		
10. Recognize the leader of our country as the President of the United States, name the current President, and the leader of our state is the governor and name the current governor.			X	X			Teacher made assessment.	X		
11. Recognize that Congress is a part of the nation's government and it's job is to make laws.	X	X		X			Teacher made assessment.	X		
12. Describe the American flag.	X	X	X	X			Color in a picture of the American flag.	X		
13. Demonstrate the ability to recite the Pledge of Allegiance by heart. (Respecting religious exclusion)			X		X		Teacher observation			
14. Identify the state flag.	X			X			Copy and draw a picture of the major parts of the State flag.	X		

Target Skills	Intro-duced	Rein-forcd	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
15. Demonstrate the ability to cooperate in group activities, display courtesy and respect for others.	X	X				X	Teacher observation.			X
People in Societies										
1. Identify similarities and differences of people with an emphasis on the ways people are alike.	X	X				X	Cut out pictures or draw pictures and put into a notebook with captions.		X	
2. Recognize that people in different cultures have the same needs but meet their needs in different ways.	X	X		X			Participate in class discussion.		X	
3. List the different groups to which a person belongs such as family, neighborhood, community, church, scouts, and teams.		X		X			Make a chart or list.	X		

Target Skills	Intro-duced	Rein-forcd	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
4. Explain the relationship between what is good for everyone as compared to what is good for individuals or the groups to which they belong.	X					X	Participate in class discussion.		X	
5. Share a current event from the community.		X		X			Share a current event.	X		
6. Identify ways machines and technology are used in homes, schools, and communities.	X	X		X			Draw pictures that illustrate.	X		
The Role of Economics										
1. Identify the needs that all families have regardless of where they live.		X		X			List three needs that all families have.	X		
2. Define income and identify different sources of income in the community.		X		X			Teacher led discussion and observation..	X		
3. Identify the differences between goods and services.		X		X			Cut out pictures from magazine and organize them by goods and services.	X		

Target Skills	Intro-duced	Rein-forcd	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
4. Name some goods that are produced in the community and some services that are provided.		X		X			Make a chart and give a narrative about it.		X	
5. Discuss some ways that each community depends upon things from other communities.	X	X				X	Participate in teacher led discussion.		X	
6. Name some ways technology provides services in your community.	X			X			Oral or written listing activity.	X		
7. Discuss that a bank is a place to save money for future wants and needs.	X			X			Oral or written activity.	X		
8. Explain how people exchange money for things they want and need such as housing, food, and clothing.		X	X		X		Draw a diagram showing the process of earning money, banking money and buying goods and services.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Geography & World Connections										
1. Use standard map symbols to locate rivers, cities, state and national boundaries.							Map activity.	X		
2. Use a map title, map key, scale, directions, and symbols to interpret a map.		X			X		Draw a map using symbols or identify on an outline map.	X		
3. Use a number/letter grid to describe specific locations on a map.	X				X		Name objects found at given coordinates- use as a game.		X	
4. Tell how natural resources of the earth influence people's lives and work today.		X				X	Construct a model showing an environment and how the resources can affect people.			X
5. Find the United States, Idaho and the state capital, Boise, on map.		X		X			Map activity.		X	
6. Tell how people affect the environment by their actions.		X				X	Diorama, picture or report.			X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
7. Name ways in which people can care for the environment and conserve the natural resources.		X				X	Using newspapers, magazines or television make a list of positive and negative examples.			X
8. Explain the difference between renewable and nonrenewable resources.	X				X		Teacher led discussion, projects, examples from home.		X	
9. Name the seven continents and four oceans on Earth.	X	X	X	X			Oral or written test.	X		
10. Define temperature, precipitation, and seasonal changes as they are part of the climate.	X	X		X			Record on calendar	X		
11. Recognize that different cultures of the world satisfy wants and needs through the use of the natural resources and the consumption of goods and services.	X	X			X		Plays, skits or drawings		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
12. Locate on national and world maps areas which provide resources to Idaho and areas which receive resources from Idaho.	X			X			Map activity.	X		
13. Create an original map of some imaginary place and if possible utilize some form of technology such as the computer.	X	X				X	Map activity using the following: land forms, legend/key, scale and grid.		X	
14. Give examples of how technology has changed the physical environment.		X			X		After investigating community resources participate in teacher led discussion.		X	
American Heritage										
1. Use days, months, and years to measure time.		X	X		X		Construct a calendar of American cultural events and add to it as the year progresses.		X	
2. Use decades and centuries to measure time.	X			X			Construct a time line that addresses decades and centuries.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
3. Place a series of family, school, or community events in the proper sequence on a time line.	X	X			X		Construct time-line of their own life, or parent's life and include historical events that occurred in the course of this lifetime.		X	
4. Examine a time line and identify possible cause and effect relationships.	X				X		Use along with #2 & #3.		X	
5. Explore primary sources of information about local history.	X			X			Use newspapers, journals, biographies, etc. to gather information and report to the class.	X		
6. Compare the logistics of urban and rural dwellers and how they meet their needs.	X	X			X		Make a chart or poster.		X	
7. Identify historical landmarks and significant events in and around the community.	X			X			After a class visitation or field trip write a report.		X	
8. Tell the basic facts about the community's founding.	X			X			Written report, poster or project.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
9. Demonstrate the ability to use various forms of media and materials to become knowledgeable about local events.	X				X		Use newspapers, magazines, radio, computer, Internet, etc. to gather information and report to the class.			X
10. Demonstrate knowledge that the first people to inhabit American lands included native Alaskans and native Hawaiians as well as native peoples in the contiguous forty-eight states.	X			X			Teacher led discussion and observation.	X		
11. Discuss how the United States became a nation after the colonists defeated the British in the Revolutionary War.		X		X			Student participation in teacher led discussion.	X		
12. Discuss how the Declaration of Independence says that the United States is a free and independent nation.	X	X		X			After reading the Declaration of Independence, and participating in a follow- up discussion, write a paper describing examples of freedom.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
13. Know how Thomas Jefferson and Benjamin Franklin helped to shape America's future.	X			X			Teacher made test.			
14. Explain that most of the first Africans brought to America came as slaves against their will.	X	X			X		Student participation in teacher led discussion.	X		
15. Understand that the civil war brought an end to slavery in the United States.	X			X			Student participation in teacher led discussion.	X		
16. Explain how segregation and prejudice still existed in the United States after the Civil War.		X				X	Share examples of things they have read and seen on TV that demonstrate segregation and prejudice.			X
Democratic Process										
1. Identify the purposes of local government such as: order and security, distribution of benefits and services, peaceful conflict resolution, and protection of rights.	X	X		X			Written report about the purposes of local government.	X		

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Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
2. List local examples of governmental actions and match them with the purposes of local government.	X	X				X	Make chart, graph or list on board.			X
3. Use technology and other sources of news to acquire information about local issues.		X			X		Use a computer, CD Rom or Internet to gather information and share with the class.		X	
4. Identify factual statements in sources of news using the 5 Ws: who, what, where, when and why.	X				X		Using newspaper/magazines, TV or radio differentiate fact from opinion in the articles.		X	
5. Create and implement rules for the classroom and playground.	X	X			X		In a group generate rules for the classroom and playground, and then make a poster displaying them.		X	
6. Explain the term "fair."	X	X			X		On poster illustrate an example of "fairness". Discuss fairness.		X	
7. Explain the characteristics of a leadership.		X			X		Interview school or community leaders and report what you learned.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
8. Vote for a class leader who demonstrates the characteristics of a good leader.	X				X		Participate in a class election.		X	
9. Identify reasons why communities need laws.	X	X			X		Role play, describe or discuss		X	
10. Identify the three branches of government: executive, legislative, and judicial.	X	X		X			Discussion or poster	X		
11. Know that the laws and rules of our country are based on the Constitution and the Bill of Rights.	X	X		X			Following a teacher led discussion write a summary.	X		
12. Identify that there are local, state and federal governments and their roles are similar in some ways and different in others.	X			X			Student participation in teacher led discussion.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
13. Observe that at each level of government there are leaders, lawmakers, and judges and it is their responsibility to make wise decisions for the people.	X				X		Do a patterning activity. Diagram 3 branches of government for all 3 levels of government.		X	
14. Recognize that governments provide many services which are paid for by tax dollars collected from the people.	X	X		X			Role play, make poster	X		
15. Explain how treating everyone with dignity and respect helps make our country stronger.		X			X		Role play, draw examples		X	
16. Demonstrate how children can show respect for their country such as: saying the Pledge of Allegiance, taking proper care of the flag, and obeying rules.		X			X		Teacher observation of student saying Pledge of Allegiance, folding flag, obeying rules, etc.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
17. Explain that all people of the United States share a special heritage through patriotic holidays, national documents, and symbols.	X				X		Make a collage, poster or draw pictures of patriotic symbols and share it with class.		X	
People in Societies										
1. Recognize that every community is unique, and understand how important businesses are to the community.		X			X		Invite someone from another community to come speak and then compare the characteristics of that community to own community.		X	
2. Recognize the impact of a community's past culture on present traditions and customs.	X	X			X		Make a chart that shows some present day customs and then on the chart trace some of their origins.		X	
3. Explain how communities are linked together in many ways: through multi-media technology, telephones, radio, etc.	X	X			X		Draw examples in a diagram.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
4. Experience the customs and traditions of the various culture groups that have settled into the local community.	X	X			X		Help put on a "Customs and Traditions" day where outside people come into the school and share their unique traditions, foods, clothing, etc.		X	
5. Research why various cultural groups settled where they did in the local community.	X					X	Interview older citizens and use primary source documents to compile a notebook or portfolio.		X	
6. Discuss ways in which different cultural groups have borrowed customs and traditions from each other.	X	X			X		Tie in with # 4. Compare and contrast chart.		X	
7. Discuss why people should share the responsibility of helping their state and community improve.	X	X				X	Produce a skit with group. Share examples they have seen in their community.		X	
8. Compare how machines and technology are used in homes, schools, communities, and the global community.		X			X		Chart, poster or written .		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
9. Identify ways machines and technology have evolved over time and changed the lives of people.		X				X	Collect or draw pictures of three, common everyday machines at work, and display them next to an explanation of how these tasks were done prior to the machine's invention.			X
The Role of Economics										
1. Explain the difference between goods and services.	X	X			X		Written activity. Discuss examples.		X	
2. Identify that natural resources, topography and climate all have an impact on industry.	X				X		Make a chart with written explanations. Discuss examples they have seen or read.		X	
3. Recognize that people can exchange goods and services through trade.	X	X			X		List some goods and services for which people trade.	X		

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Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
4. Describe how the price of an item in our economic system is related to how much of it there is (supply) and how many people want it (demand).	X				X		Participate in classroom store. Discuss a current phenomena as in the popularity of a current toy, clothes, etc.		X	
5. Use economic concepts to develop solutions to a local problem.		X			X	X	Work in a group to identify the issue and to brainstorm solutions.			X
6. Give examples of specialization and division of labor in a school, community or business.	X	X			X		Identify roles of people in business, service or community through pictures, discussion or written paper.		X	
7. Give examples of public and private property.	X			X			Participate in a teacher led discussion.	X		
8. Name some economic resources located in and around the community.	X	X		X			List	X		
9. Describe the benefits of a savings account at a bank.		X					Take a field trip to a local bank, or participate in "SCHOOL SAVINGS" on line, or have a banker visit the class.			

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
10. Give examples of ways technology affects the economy of your community.	X				X		Survey several people and do a visual showing of results.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Geography & World Connections										
1. Locate and label the continents and oceans on a globe.		X	X	X			Make a paper mache map or globe and label appropriately.	X		
2. Locate and label significant land forms such as: mountain ranges, seas, lakes, rivers, deserts, and vegetation zones on a globe or map.	X	X	X	X			Make a dough map - paint with tempera and label the land forms or use map from #1.	X		
3. Locate and label the poles, hemispheres, tropics, and Arctic and Antarctic Circles on a globe or map.	X	X		X			Map activity. Use map from #1	X		
4. Locate and label the Equator, the Prime Meridian and the International Date Line on a globe or map.	X			X			Map activity. Use map from #1.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
5. Use map scales to measure distance on a map.		X			X		Using different size maps of Idaho measure distances from home town to various cities.		X	
6. Use symbols, keys, and legends to read maps.		X			X		Apply to an Idaho map.		X	
7. Use special purpose maps such as population, vegetation, natural resource to find specific information.	X				X		Using a map of Idaho find the most and least populated cities, student's home city and how does it relate to Boise in population.		X	
8. Locate and label major world regions, such as Latin America, on a map.	X			X			Cut and paste major world regions to a blank world map.	X		
9. Locate and label major countries, such as China, France, Brazil, and the United States on a world map.	X	X		X			Cut and paste countries of the world on a map.	X		
10. Locate and label major countries in North America on a map.	X	X	X	X			Map activity.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
11. Locate and label major cities in North America on a map.	X	X		X			Participate in a North American Geography Bee.	X		
12. Locate and label farming regions, industrial regions, and national parks on a map of North America.	X			X			Design own map of North America and color code showing the regions and national parks.			X
13. Identify physical regions of the United States such as Northwest, Southwest, Northeast, Southeast, Rocky Mountains, and Pacific.	X			X			Listen to U.S. weather reports and locate on a map where that weather is, where it came from and where it is going.	X		
14. Compare and contrast city/suburb/town, urban/rural, farm/factory, shopping center, agriculture, industry.		X			X		Write a story using a "city character". If character moved to suburbs or country tell how life would change.		X	
15. Explain why most of the world's people depend on and live near water.	X				X		Student participation in teacher led discussion.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
16. Identify major geological forces that formed Idaho land forms.	X			X			Make a model of a volcano and tell what forces are at work in the formation of a volcano.		X	
17. Locate Idaho's position geographically within the United States.		X	X	X			Draw Idaho using only the surrounding states.		X	
18. Locate and label on a map major land forms and bodies of water in Idaho.	X			X			Make a 3-D map of Idaho or make a cake map of Idaho.		X	
19. Locate and label the major climate zones in Idaho and identify their characteristics.	X			X			Gather weather reports and color code the different zones on an Idaho map.		X	
20. Name Idaho's natural resources.	X	X		X			Bring in a sample of an Idaho natural resource and tell about it.	X		
21. Explain how machines and technology have affected the natural resources of Idaho.	X	X			X		Interview a farmer logger, or wildlife biologist about the use of computers, cell phones, etc,. in their job, and then report to the class.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
American Heritage										
1. Understand that all cities, regions and states have histories.	X	X		X			Student participation in teacher led discussion.	X		
2. Identify where the ancestors of the Native Americans originated.	X			X			Map activity.	X		
3. Explain where the ancestors of Americans have come from such as Europe, Asia, Africa, Latin America, and Native American people.		X		X			Map activity.	X		
4. Name how Native American tribes met their basic needs.	X	X		X			Chart or poster		X	
5. Name some of the ways that early settlers in a frontier region satisfied their basic needs for food, shelter, and water.	X	X		X			Chart or poster	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
6. Name some of the dangers and conflicts faced by the early explorers of the American West.	X	X			X		Choose one famous explorer and write an essay.		X	
7. Identify the Indian tribes of Idaho, their geographic locations and their lifestyles.	X			X			Design an Idaho Native American diorama.		X	
8. Name some of the early explorers in Idaho including Lewis and Clark.	X	X		X			Pencil and paper activity, list.	X		
9. Identify the significance of the Lewis and Clark expedition.	X		X		X		Research and discuss with class.		X	
10. Identify some important people associated with the Lewis and Clark expedition.	X		X			X	Write a page for Lewis' journal that describes a person on the expedition and some of his or her contributions.			X
11. Identify on a map the route taken by the Lewis and Clark expedition.	X		X	X			Map activity.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
12. Identify the major accomplishments or outcomes of the Lewis and Clark expedition.	X		X			X	Written report.			X
13. Name some of the early fur trading companies and mountain men in Idaho.	X		X	X			Poster, chart or written activity.	X		
14. Describe the lifestyles of the mountain men and explain about the Rendezvous.	X		X	X			Hold a mock rendezvous, invite a modern day mountain man to class, or attend a rendezvous and report back to the class.		X	
15. Identify the motives that brought trappers and traders to Idaho.	X		X		X		Write an essay from a trapper or trader's point of view.		X	
16. Tell about the missions that were established in Idaho and their influence on the Native American population.	X		X	X			Visit the Spalding or Cataldo Missions(via video) and write a report or discuss with the class the information learned.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
17. Identify the effects of mission life on the Native American lifestyle in Idaho.	X		X		X		Written report.		X	
18. Identify the impact of the western movement on Native Americans.	X	X			X		Participate in teacher led discussion.		X	
19. Explain the role the Mormons had on the development of Southern Idaho.	X		X	X			Participate in class discussion.	X		
20. Identify the route of the Oregon Trail on a map.	X		X	X			Map activity.	X		
21. Identify the reasons for the different groups of settlers to travel to the Oregon Country.	X		X		X		Written activity.		X	
22. Describe the preparations necessary for the trip west.	X	X	X	X			Role play with group the selling of the farm and the filling of a wagon.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
23. Identify different locations in Idaho where gold and other minerals were discovered.	X		X	X			Map activity.	X		
24. Identify the role the people from China had in the development of Idaho such as mining and railroad.	X		X	X			Book Reports or use of primary sources	X		
25. Identify the effects the gold rush had on the Native Americans in Idaho.	X		X		X		Research and report.		X	
26. Identify important mining towns and ghost towns in Idaho.	X		X	X			Map activity.	X		
27. Identify the chronology of how Idaho became a state.	X		X	X			Make a time-line	X		
28. Identify the symbols of Idaho such as: state seal, Mountain Blue Bird, etc.	X		X	X			Design a poster.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
29. Identify important individuals in Idaho's history, such as Chief Joseph and Nell Shipman.	X			X			Research and report to class.	X		
30. Sing "Here We Have Idaho" from memory.	X		X				Student demonstration	X		
31. Using a primary source, research how Idaho has changed over the last 100 years		X				X	Written notebook or portfolio.			X
Democratic Process										
1. Understand that the United States is a democracy where people have guaranteed freedoms.		X	X	X			Student participation in teacher led discussion.	X		
2. Name many of the rights that Americans have such as: the right to choose leaders, to express opinions about the government, and to own property.	X	X	X	X			Participate in group discussion.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
3. Explain some of the responsibilities of citizenship that Americans have.	X		X		X		Chart or poster		X	
4. Identify some of the cities, counties, and states that Americans call home.	X	X		X			Locate on map and label.	X		
5. Describe how the government of the United States operates at three levels: federal, state, and local. Each level handles different kinds of problems and functions.	X	X			X		Pencil and paper activity.		X	
6. Distinguish between the three separate branches: the legislative, executive, and judicial.	X	X		X			Respond to teacher questions.		X	
7. Understand that symbols such as the American Flag, the Liberty Bell, the Pledge of Allegiance, and the Statue of Liberty unite Americans in a common idea of America.	X	X	X	X			Do a collage of symbols and title it appropriately.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
8. Name the President and Vice-President of the United States, and the Governor of Idaho. Also name the Idaho representatives to the Congress.	X	X	X	X			Teacher made test.	X		
9. Identify the purposes of state government including: promote order and security, control the distribution of benefits and burdens of society, provide a means for peaceful conflict resolution, protect the rights of the individual and to promote the common welfare.	X	X		X			After listenting to a guest speaker talk about the role of government, discuss and then make a list of examples of the purposes of government.	X		
10. Suggest ways to control technology and access to information without violating individual rights.	X					X	Participate in class discussion.		X	
11. Tell the difference between facts and opinions.	X	X			X		Teacher made activity.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
12. Describe some of the ordinances, laws, and regulations that govern the way people live in the local community and the state.	X	X		X			Interview a policeman or lawmaker and share findings with the class. Compare and contrast ordinances and laws at the local and state levels.		X	
13. Research some of the issues currently facing the local and/or state government.	X	X				X	Read newspapers, watch TV , and listen to news on radio and write a report. Class visitation by a local lawmaker.		X	
14. Demonstrate the qualities of honesty, courage, and self-discipline while serving in a leadership role.		X			X		Student demonstration.			X
People in Societies										
1. Compare different culture groups and their distinctive foods, clothing styles, and shelters which suit their natural environments.	X	X			X		Chart or poster with descriptions.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
2. Identify how customs, traditions, folkways, and beliefs vary from region to region in America and in the world.		X			X		Written report.		X	
3. Find examples of changes within cultures that have occurred by one group borrowing from another.	X	X			X		Teacher led discussion followed up by a teacher made quiz.		X	
4. Identify how the improvements in transportation, communication, and technology have caused people to become interdependent.		X			X		Identify one area of commerce and design a chart showing the interdependence of people in this area.		X	
5. Explain why it is important to treat others in the same respectful manner in which you wish to be treated.	X	X			X		Oral presentation to the class. Role play.		X	
6. Identify the contributions of various cultural groups in Idaho.	X			X			Make a chart showing the information.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
7. Research where various cultural groups have settled in Idaho and locate these areas on a map.	X			X			Combine with #6.	X		
The Role of Economics										
1. Identify the factors of production include land, labor, capital, and enterprise.	X			X			Create a notebook or portfolio.	X		
2. Name some economic resources used in the production of goods and services found in Idaho.	X			X			Written report.		X	
3. Understand that each region, state, and nation has economic resources that lead to the production of certain goods and services.	X			X			Create a product map of Idaho- relate to Wisconsin products, Alaska products, etc.		X	
4. Demonstrate how some regions and/or states trade with others to receive goods and services.		X				X	Role play.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
5. Give examples of how all regions of the world are interdependent.		X			X		Written activity.		X	
6. Explain that commerce is the sale or exchange of raw materials, goods, and services.	X	X			X		Demonstrate for the class using a chart.		X	
7. Explain how transportation, communication, and technology systems allow goods and materials produced in different places to be exchanged.		X			X		Written report.		X	
8. Explain how most people are both producers and consumers and how they depend on each other.	X				X		Role play		X	
9. Understand the idea of America's free enterprise system.	X			X			Student participation in teacher led discussion.	X		
10. Identify the major industries of Idaho	X	X		X			Map activity.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Geography & World Connections										
1. Use a variety of maps such as population, physical, elevation, and special purpose to obtain information. Utilize the keys, legends, and scales.		X			X		Construct an elevation map using color coded keys which the student has created.			X
2. Locate and label on a map of the world the equator, and the lines of latitude and longitude.		X	X	X			Identify the equator, latitude and longitude lines on a printed map.			X
3. Locate and label on a map specific locations using lines of latitude, longitude, and the compass rose.	X	X		X			Using a map with a compass rose printed on it, label points of latitude and longitude for given cities.	X		
4. Locate and label on a map of North America a variety of climates, land forms, natural resources, and bodies of water.		X		X			From a given list of geography terms locate and label each form on a map.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
5. Locate and label on a map the following regions of the United States: Northeast, Northwest, Southeast, Southwest, Great Lakes states, Plains states, the Mountain states, and the Pacific states.		X		X			Color a map with each region a different color. Review by labeling each region on a blank map.	X		
6. Name the similarities and differences of the different regions of the United States.	X				X		Complete a comparison/contrast inventory.		X	
7. Name the geographic region in which each state is found.	X			X			Cut map pieces of 50 states then match states to regions on a region designated map.	X		
8. List the major natural resources from each region of the United States.	X			X			Identify the term "natural resource" (science review). Locate and match resources to regions.	X		
9. Tell ways the land has been changed by people, technology, and natural forces.	X	X			X		Choose a technology and describe effects on people and regions.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
10. Tell how agriculture and manufacturing patterns are related to climate, land forms, and natural resources.	X				X		Select a local agricultural economy. Classify related technologies and businesses. Compare climate, landforms, and natural resources to type of farming.		X	
11. Give examples of how technology affects the way people live in and use their natural environment.		X			X		Use wall charts to list local technologies and effects on people and environment.		X	
12. Trace on a map the routes used by early explorers of the North American continent.	X	X	X		X		Map test.			X
13. Locate and label the fifty states and their capitals of the United States of America.	X	X	X	X			Working with a partner and with back to the map, the student recites the names of the states (one state must touch the next) methodically working through 50 states.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
American Heritage										
1. Understand that historians find out about the past in a variety of ways.	X			X			List some historic findings such as fossil, petrified wood and other archaeologic findings.	X		
2. Demonstrate that the study of America's history can be divided into major time periods.	X				X		As historic events are studied construct a time-line for the classroom wall that identifies significant events.			X
3. Understand that by studying the past, people learn how the ideas and experiences of others have affected the present and future.		X			X		Teacher discussion and observation.		X	
4. Compare the past to the present by studying the past to learn how concepts began and developed.		X			X		Pick a target year and describe life in that time and tell how it was different than life today.		X	
5. Name some of the changes that have occurred in human history due to wars and conflicts.	X	X			X		Research on computer or in library. Written report.			X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
6. Name some of the changes that have occurred due to technology.		X		X	X	X	Interview elderly people in the family or community and present an oral report.			X
7. Name some of the changes that have occurred due to the mass movements of people.		X		X	X	X	Research on computer or in library. Written report.(combine with # 5)			X
8. Name some of the changes that have occurred due to the motivation for freedom and opportunity.	X	X		X	X	X	Combine with #5 & #7.			X
9. Name some of the social changes that have been brought about by the contributions of individuals.		X			X		Choose an individual and then research their life and contribution, write a written report, and give an oral presentation to the class.			X
10. Name some of the industrial changes that have been brought about by the contributions of individuals.	X					X	Repeat activity #9.			

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
11. Name some of the ways United States inventions have influenced the rest of the world during the 20th century.	X					X	Pencil and paper activity.	X		
12. Name some of the ways that Canada's history has been influenced by France, Great Britain, and by its nearness to the United States.	X			X			Pencil and paper activity.	X		
13. Name some of the ways that Mexico's history has been influenced by its Aztec heritage, the Spanish Conquest, and by its closeness to the United States.	X			X			Pencil and paper activity.	X		
14. Name significant American leaders and tell their contributions to American history.	X	X		X			Match leaders and their contributions.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
15. Identify the early inhabitants of North America.		X		X			On a map draw in early inhabitants in the areas in which they lived.	X		
16. Describe the impact of early explorers on North America.		X			X		Written report.		X	
17. Describe some of the reasons that led people from Europe to colonize in North America.		X			X		Chart or poster with drawings showing what occurred in Europe and the countries from which the people came.		X	
18. Investigate the consequences or effects of the early colonization of North America.	X					X	Written report.		X	
19. Identify the events which led to the war with England.	X			X			Sequence the events in proper order.	X		
20. Name the reasons the colonists went to war with England.	X			X			List reasons in order of importance.		X	
21. Explain the meaning and significance of the Articles of Confederation.	X					X	Participate in teacher led discussion.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
22. Explain the significance of the Declaration of Independence.	X	X				X	Read and explain.		X	
23. Identify the major groups who took part in the western expansion by leaving the east and heading west.	X	X		X			Map activity.	X		
24. Identify the significant Native American groups that were encountered in the western movement.	X	X		X			Map activity.	X		
25. Identify some of the significant people who took part in the western expansion.	X	X		X			Pick one person and research and give an oral report to class.	X		
26. Investigate the major motivations for the people who took part in the western expansion.	X	X			X		Compile a note book of the western movement.		X	
27. Investigate the causes and effects of the Civil War.	X	X			X		Create a cause and effect chart.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
28. Name the major contributions of Abraham Lincoln.	X	X		X			Select one or two contributions that are important to you and write about them.		X	
29. Define the major effects of the Industrial Revolution.	X			X			Teacher discussion and observation.	X		
30. Explain the effect of mass immigration upon the United States as an ongoing process.	X	X			X		Teacher discussion and observation.		X	
31. Identify the major land acquisitions to the United States, and tell from which country they were acquired.	X			X			Map activity.	X		
32. Recognize that the United States has fought in several wars this century such as: World War I, World War II, Korean War, Vietnam War, and Desert Storm. Identify some of the reasons for these wars and some of the outcomes.	X	X			X		Create a chart listing wars in sequence with their causes and effects.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
33. Recognize that veterans have served their country and continue to contribute to society.	X			X			Veterans Day Activity : Outside speaker, flag ceremony.	X		
34. Identify the causes and effects of the Great Depression.	X				X		Teacher discussion followed up with a quiz.		X	
35. Explain what is meant by Civil Rights.	X	X				X	Following Martin Luther King Day activities, write an essay.		X	
36. Address the struggle for women's rights.	X				X		On a collage/chart show pictures or drawings of famous women in the women's movement. List the rights for women that have come about in this century.		X	
Democratic Process										
1. Understand that the United States is a republic which means it has a representative form of government.	X	X		X			Compare the United States with one other country that has another form of government.		X	

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Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
2. Explain how the Constitution forms the structure of law and government in the United States and guarantees the rights of citizens.		X			X		Teacher discussion followed up by written exercise.		X	
3. Explain the concept of checks and balances in the American system of government as it applies to the three branches of government: legislative, judicial, and executive.	X	X			X		Chart listing three branches of government and the people who function in each branch.	X		
4. Identify some of the basic rights and responsibilities that American citizens have such as civil rights and equal opportunity.	X	X		X			Chart/poster	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
5. Explain the importance of voting in the American system of government and include the knowledge that all citizens have the right and responsibility to vote and influence governmental decisions.	X	X			X		Summarize advantages of voting in American system. Hold class election .		X	
6. Describe some of the ways the process of voting is changing such as voting by mail; technology.	X					X	Design a ballot that could be used by mail or electronically.			X
7. Identify some of America's most outstanding governmental leaders of the past and name some of their virtues, deeds, and/or ideas.		X		X			Research an American leader and list virtues, deeds and ideas.			X
8. Identify the two main political parties in America today and describe their symbols.	X			X			Matching activity.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
9. Explain the major components of the Constitution, for example, the Preamble, Articles, and Amendments.	X	X			X		Chart with copy of Constitution and major components identified.	X		
10. Identify some of the holidays, national symbols, and national documents that all citizens of the United States share.		X	X	X			Matching activity.	X		
11. Identify the purposes of the national government including: promote order and security, control the distribution of benefits and burdens of society, provide means of peaceful conflict resolutions, protect the rights of the individual, and promote the common welfare.	X	X		X			Research and report through use of multimedia.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
12. Describe how people are the ultimate source of the government's authority in the American democratic system.	X			X			Teacher discussion and observation.	X		
13. Identify the historical development of the American flag and explain what each part of the flag represents.	X			X			Reproduce each of the flags as they developed. Color and draw the correct stars & stripes.		X	
14. Demonstrate proper etiquette toward the American and state flags.	X				X		Recite the Pledge of Allegiance daily. Translate words from Pledge into usable 5th grade words. Demonstrate the proper folding of the flag.		X	
People in Societies										
1. Summarize how agriculture and specialization make possible advanced cultures and civilizations.	X				X		Written activity or teacher led discussion.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
2. Describe ways that cultural groups bring about change and learn from each other through use of technology, trade and tools.		X	X		X		Participate in group discussion.		X	
3. Find examples of art, literature, and architecture which reflect the ideas and ways of life of their creators.	X	X			X		Participate in a geography fair that exhibits examples of art, literature and architecture from different cultures.		X	
4. Tell how the Native Americans developed a variety of cultures before the coming of the European settlers.	X	X			X		Include in #1.		X	
5. Give examples of how modern American society reflects the contributions of men and women of different races and ethnic groups.		X	X		X		Written activity.		X	
6. Give examples of how religion has been an important influence in American history.	X	X				X	Comparison chart showing similarities of some of major religions in America.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
7. Explain how important political documents like the Declaration of Independence, the Constitution, and the Gettysburg Address ensure the equality and dignity of people.	X	X			X		Role play or participate with group in writing a play that demonstrates these things.		X	
The Role of Economics										
1. Recognize that significant historical events such as depression and war have economic impacts on a country. a		X		X			Teacher led discussion and observation.	X		
2. Explain that land, natural resources, labor, trade, and technology affect economic activities in regions of the United States.	X	X			X		List how these items have an impact in the region in which the student lives.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
3. Give examples of improved transportation and communication networks and how they encourage economic growth.	X	X			X		Participate in a debate that elaborates on the importance of each in economic growth.		X	
4. Describe how conservation of economic resources is important to Americans.	X	X			X		Poster		X	
5. Give examples of how people work today and how it has changed over the years.		X		X			List jobs that are no longer needed.	X		
6. Give examples of how the development of advanced technology has helped people to be more productive.		X			X		Experience an afternoon with no technology and then report on how things were different.		X	
7. Explain the concept of free enterprise as we know it in the United States.		X			X		Participate in a "Business Day" . Each student picks his own business and sets up a "booth".			X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
8. Explain profit and loss.	X	X	X		X		Produce a small class business. Keep a ledger showing profit and loss.			X
9. Explain supply and demand.	X	X	X		X		Class auction.			X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Method	Factual Level	Applied Analysis	Synth Eval
Geography & World Connections										
1. Locate places on maps using grid systems and compass directions.		X		X			Using a grid on a blank map, place town names, buildings, street names in appropriate locations following the teacher's instructions.		X	
2. Locate and label on a map of the Western Hemisphere different climate zones, land forms, natural resources and bodies of water for each of the continents.	X	X		X			On a map identify climate zones with varied yellows, land forms with brown, natural resources with legends, and bodies of water with blue.	X		
3. Describe how climate is affected by latitude, altitude, physical features, and ocean currents.	X	X			X		Match climate zones to the map by observing latitude, altitude, and physical features.	X		
4. Explain how climate affects cultures.		X			X		Discuss in a written essay how climate affects cultures. Describe visuals of these different cultures.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Method	Factual Level	Applied Analysis	Synth Eval
5. Explain the importance of fertile plains in allowing people to grow large amounts of staple crops.	X	X	X		X		Tie in with #2&3 and make a comparison as to what grows best in various regions according to climate zones and physical features.		X	
6. Compare and contrast rain forests and mountain regions.	X				X		Make a map of rainforests and mountain regions and place dots to represent populations.	X		
7. Describe how physical features such as mountain ranges can create physical barriers that lead to the development of cultural regions.	X	X			X		Write a short report comparing cultures that are surrounded by mountains ranges. Discuss language, traditions, dress, food , etc.		X	
8. Explain how transportation routes stimulate growth of cities and the exchange of ideas and technology.		X	X		X		Write an essay on the importance of transportation routes to exchange ideas and technology.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Method	Factual Level	Applied Analysis	Synth Eval
9. Explain how the resources of an area can be the source of conflict between competing groups.	X	X			X		Role play the conflict about various resources and summarize the outcome, such as salmon vs. water issues(electricity).		X	
10. Illustrate how the population growth rate impacts a nation's resources.	X	X		X			Graph projected growth and its impact on use of resources.		X	
11. Understand how rapid growth of cities can lead to economic, social, and political problems.	X				X		Collect newspaper articles about economics, social and political problems in inner cities and discuss.		X	
12. Describe how wise use of resources is necessary to maintain a healthy and productive environment for future generations.		X				X	Following a documentary on the rainforest, create a visual demonstration of before and after massive leveling. Write an reaction paper.			X
13. Locate and label on a Western Hemisphere map the different countries and their capitals.	X			X			Map activity	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Method	Factual Level	Applied Analysis	Synth Eval
14. Compute the differences in time zones around the world and explain how time impacts human activities.	X	X			X	X	Written report			X
American Heritage										
1. Measure time by millennia and calculate calendar time by using B.C. and A.D.	X			X			Time line to show difference between designations. Calculate years between different eras.		X	
2. Research the distinct periods in the history of Canada such as exploration, colonization, development of national identity, industrial growth, and emergence into the modern world.	X				X		Written and / or oral report utilizing multimedia.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Method	Factual Level	Applied Analysis	Synth Eval
3. Research the distinct periods in the history of Latin America such as exploration, colonization, development of national identity, industrial growth, and emergence into the modern world.	X			X			Written and / or oral report.		X	
4. Describe the civilizations that existed in the Americas before the arrival of the Europeans.	X	X		X			Through poster, written report , etc. identify the main American civilizations and two contributions to modern culture.		X	
5. Investigate how the Americas have cultures rooted in Native American, European, Asian and African civilizations.	X	X			X		Use a mural or poster to classify respective groups.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Method	Factual Level	Applied Analysis	Synth Eval
6. Explain how natural resources and technological advances, particularly in transportation and communication, have shaped the history of the United States and its neighbors.		X			X		Written/oral report explain how a transportation or communication advance has affected the history of the U.S.		X	
7. Explain the influence of missionaries in the development of Latin America.	X				X		Select a country of Latin America and write how the missionaries influenced its development.		X	
8. Name some of the individuals and groups that have shaped the history of the Americas.	X			X			Match individuals with their accomplishments in shaping America's history.	X		
Democratic Process										
1. Understand that people have always had some sort of government and recognize that as society becomes more complex so does its government.	X	X		X			Observe changes in government as civilizations change through role playing.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Method	Factual Level	Applied Analysis	Synth Eval
2. Distinguish among the characteristics and cite examples of tribal, city-states, feudal states, monarchies, democratic, and dictatorial types of government.	X				X		Students in groups demonstrate how a problem can be solved according to various types of government.		X	
3. Identify the major priorities/aims served by monarchal, democratic, and dictatorial types of government.	X			X			Matching activity.	X		
4. Understand that democratic governments allow the individual broad economic, political, and social choices.		X		X			Name some choices you enjoy through a democratic government.	X		
5. Show how governments make and enforce laws, provide a judicial system, and unite their people.		X			X		Set up a mock judicial system.			X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Method	Factual Level	Applied Analysis	Synth Eval
6. Discuss how the policies and actions of government can promote the public good.		X			X		Work in groups and "create an ideal society".		X	
7. Give examples of citizen participation in political systems around the world.	X			X			Work in groups to compare two different systems of political thought.		X	
8. Explain ways to resolve private and public conflicts based on principles of fairness and justice while at the same time respecting other cultural mores.	X				X		Role play conflicts and discuss ways to handle them.		X	
9. Explain how negotiation and compromise can be effective ways of settling disputes and how the majority rule has to protect the minority rights.	X	X			X		Work in groups to come up with examples of majority rule not necessarily being "morally right".		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Method	Factual Level	Applied Analysis	Synth Eval
10. Explain the value of compromise as a method of resolving conflict within the context of world affairs.	X	X			X		Use current events from magazines and articles to report.		X	
11. Work with others to consider how the public good can be promoted through voluntary and community service.		X				X	Construct a community service project and report on how it helps the public good.			X
12. Analyze ways that modern societies have cooperated to solve ecological, economic, and humanitarian problems.	X	X			X		Current events		X	
13. Evaluate the reliability of available information.	X					X	Record five news items and interview two adults on the reliability of the information.			X
People in Societies										
1. Name the institutions most common to all societies such as: agriculture, tools, trade, education,		X	X	X			Paper and pencil test.	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Method	Factual Level	Applied Analysis	Synth Eval
2. Find examples of how writing, art, architecture, mathematics, and science have evolved in society over time.	X	X			X		Make a collage of examples of writing, art, etc. from society.		X	
3. Understand that the culture of a society includes customs and religious beliefs.		X	X	X			Look at art work depicting customs of a different society and discuss .	X		
4. Research how the development of laws, education, trade, and other aspects of society have influenced life today.	X					X	Written / oral report.		X	
5. Explain how trade, warfare, and migrations of people cause the diffusion of cultures.	X				X		Written / oral report.		X	
6. Describe how the behavior of people in any society is influenced by the society's heritage and its rules of behavior.		X			X		Group research and discussion.		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Method	Factual Level	Applied Analysis	Synth Eval
7. Describe how cultures are changed through interaction with other cultures.		X			X		Written / oral report		X	
8. Find ways that cultural and racial diversity exists in most societies and has led to both cultural enrichment and conflict.		X				X	Collage or other visual representation.		X	
9. Give examples of how people and the societies in which they live are interdependent.		X	X			X	Construct a diagram showing how people in a society depend on each other.		X	
The Role of Economics										
1. Show how people everywhere have needs and wants.		X	X		X		Poster, chart, or collage		X	
2. Explain how historically the people of Canada and Latin America have relied on their natural resources to meet their needs.	X				X		Written / oral report		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Method	Factual Level	Applied Analysis	Synth Eval
3. Explain how the Industrial Revolution provided new products, industries, and ways to make a living.	X	X			X		Written / oral report		X	
4. Research the range of industries, technology, transportation and economic systems that are currently in place in Canada and Latin America.	X	X		X			Written / oral report	X		
5. Compare and contrast the factors that promote economic growth: diversification of industries, increased production, and improved transportation systems of Canada and Latin America.	X				X		Chart or poster		X	
6. Compare and contrast the concept of economic recession and depression.		X			X		Group research and discussion		X	

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Method	Factual Level	Applied Analysis	Synth Eval
7. Give examples of how economic opportunity and a higher standard of living are important factors in the migration of people.	X	X			X		A visual representation accompanying an oral presentation.		X	